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ABSTRACT

Constituting the first material accomplishment of the recently formed International Network of Rural Youth Researchers (INRYR), this annotated bibliography presents abstracts of 19 papers presented at the Fourth World Congress for Rural Sociology during the summer of 1976 at Torun, Poland in a seminar entitled "Rural Youth: Human Resource or Human Burden". While emphasis on rural youth and mode of presentation vary considerably, these papers constitute state of the art reviews relative to the country under discussion and address three major areas of concern: (1) the problem of preserving traditional rural values while simultaneously incorporating the more modern orientations of a technological society; (2) growing recognition on the part of most countries of the interdependency of social and economic development; and (3) the problem of preserving rurality and/or rural ethnicity while simultaneously meeting national goals. Differences between the orientations of developed and developing nations are presented in this collection, as is the general consensus that comprehensive, long term rural development policies and procedures are needed to deal with problems related to rural youth. Additionally, this bibliography presents subject and title/author indices, availability information, and a listing of current INRYR members by country, title, and address. (JC)

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AN INTERNATIONAL COLLECTION OF RESEARCH ON RURAL YOUTH: PROCEEDINGS OF THE RURAL YOUTH SEMINAR, FOURTH WORLD CONGRESS OF RURAL SOCIOLOGY

(Torun, Poland, August 1976)

Edited

by

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March 1977

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INTRODUCTION

A seminar on "Rural Youth: Human Resource or Human Burden" was organized as a part of the Fourth World Congress for Rural Sociology held in Torun, Poland, on August 9-13, 1976. This seminar provided perhaps the first opportunity in history for a world-wide gathering of scholars and social scientists interested in research on rural youth to present and discuss their research results and the implications of these results for social policy. The seminar was well attended by some thirty participants from over a dozen different countries representing at least four of the world's continents, and was characterized by lively discussion of the comparability of methods and findings reported in some thirty papers.

At the conclusion of the seminar, it was proposed that an international network of social scientists interested in problems of rural youth be formed, and most of the participants indicated an interest in becoming members of the network. Thus was born the International Network of Rural Youth Researchers (INRYR). Furthermore, the participants interested in initiating this Network agreed that its basic goals would be to facilitate exchange of research information on an international scale and to stimulate discussion on the prospects of evolving comparability in methods to further intersocietal comparative analysis. As a first step in this direction, it was agreed that an annotated bibliography of the papers presented in the Rural Youth Seminar of the Fourth World Congress of Rural Sociology should be developed and circulated. A steering group consisting of William P. Kuvlesky, Barbara Weber, and Everett D. Edington was established to initiate INRYR and to produce the annotated bibliography as quickly as possible. This report constitutes the completion of this immediate objective and stands as the first material accomplishment of the International Network of Rural Youth Researchers.

Included in this report, along with the annotations of the Rural Youth Seminar papers, is a current, revised listing of persons interested in the INRYR. This listing will be periodically updated and corrected to facilitate international communication among those interested in rural youth. The INRYR will also periodically circulate a brief newsletter to stimulate and facilitate this international interchange of information and ideas. Future plans also call for the development of a broad-based, international bibliography of current research about rural youth.

William P. Kuvlesky

ORGANIZATION OF THE BIBLIOGRAPHY

While emphasis on rural youth and mode of presentation vary considerably, these papers constitute state of the art reviews relative to the country under discussion, and address three major areas of concern: (1) the problem of preserving traditional rural values while simultaneously incorporating the more modern orientations of a technological society; (2) growing recognition on the part of most countries of the interdependency of social and economic development; and (3) the problem of preserving rurality and/or rural ethnicity while simultaneously meeting national goals. Differences between the orientations of developed and developing nations are apparent, but, in general, these papers reflect a consensus in terms of concern for rural youth for comprehensive long term rural development policies and procedures that incorporate a humanistic approach involving respect for ethnicity and traditional rural values.

The papers from the Rural Youth sessions have been placed in the Educational ResourcesInformation Center. The Educational Resources Information Center (ERIC) is a federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials. A main function of the ERIC system is to process documents other than current journal articles for announcement in Resources in Education (RIE), a monthly publication containing abstracts of research, research-related reports, and resource materials in education. The abstracts in this document appear in the January 1977 issue of Resources in Education (RIE). Other related papers from the Fourth World Congress will appear in later issues of RIE. Publications cited in this bibliography are available from ERIC Document Reproduction Service (EDRS). Prices may

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LISTINGS OF ANNOTATIONS

ED 128 114

A. Lee Coleman, Status Projections of Low-Income Youth in the U.S.A.: Changes Over Time and a Look to the Future; Kentucky University, USA.

Based upon the unpublished data of a study focusing upon the status projections of low-income youth from seven southern states (rural white Appalachians, rural blacks, inner-city urban blacks, and poor urban whites from one state), this paper synthesizes a longitudinal analysis of status projections. Baseline data (1969) derived from 1,500 fifth and sixth grade children and their mothers are compared with data obtained after a social intervention experiment in 1971 (a subsample of mothers involved in a series of lesson/discussions on helping children with career planning) and with data derived from 1975 interviews with the same respondents. Additionally, 1975 data on new samples of fifth and sixth grade students are compared. Among the major questions addressed are: rural-urban differences; sex differences; racial differences; differences between the economically disadvantaged and others; educational and occupational aspirations and expectations. Among the generalized results presented are: youth from deprived backgrounds now have aspirations as high or higher than others, with low income preadolescents projecting aspirations as high as those of the affluent youth, blacks higher than whites, girls higher than boys, and rural about as high as urban; and status projections decline substantially from pre- to late adolescence but are still unrealistically high. Finally, this paper presents questions relative to the purpose and value of this kind of rural research. (JC)

ED 128 115

William W. Falk, The Sociology of Knowledge and Contextual Effects: Reality Construction in Local Schools; Louisiana State University, USA.

Introducing the concept of phenomenology (concern with consciousness, objects of consciousness, possibilities, and a return to "things") supported by ethomethodology as a viable approach to rural sociology, this paper presents: (1) a brief review of selected articles discussing the conceptualization of "rural"; (2) certain principles in the sociology of knowledge which have epistemological implications for both rural sociology method and substance; (3) a brief discussion on certain aspects of Husserl's and Schutz's phenomenology and Garfinkel's ethnomethodology as relative to rural sociology; and (4) rural schools as a case in point where analysis might be enriched via a sociology of knowledge-phenomenological-ethnomethodological approach concerning itself with "reality construction". Since ethnomethodology is concerned with the immediately observable social situation, a central concept posited is that ethnomethodology calls into question the normative organizational focus of rural sociology as exemplified in the study of social structure. Emphasizing the difference between objective and subjective reality, rural schools and reality construction are discussed in terms of reality differentials, transmission, and reaction and internalization. Essentially, this paper calls for a humanistic sociology wherein researchers open their eyes to the world with a "natural attitude" and perceive the world as an ongoing accomplishment rather than as a "taken for granted facticity". (JC)

ED 128 116

Harry K. Schwarzweller, Career Orientations of Rural Youth and the Structuring of Ambition: A Comparative Perspective; Michigan State University, USA.

Comparing survey responses of U.S. rural youth (1,142 males and 1,148 females) with those of Norwegian rural youth (660 males and 650 females at the comprehensive school level and 237 males and 192 females at the secondary level), youth career orientations were analyzed in terms of career desiderata and sex differentials, social class origins, and career plans. The variables employed were: achievement-advancement; security; work with people; service to society; hard work; and money. The questionnaire included 11 sets of 3 alternatives from which the single most desirable condition was chosen in each set. Results indicated: the sex-role factor accounted for an enormous amount of the observed variability in the patterning of career desiderata among rural youth in both societies and in much the same way; social class origin contributed little to career patterning and the class differential hypothesis was not supported; certain distinctive orientational themes tended to be associated with specified career plans operationalized in status terms, indicating that a general valuational configuration constituted an integral part of the status attainment process (girls were more inclined toward the social aspects of work career and boys toward the extrinsic rewards); in both societies and for both sexes, the service/people theme clearly characterized the orientational pattern of the upwardly mobile. (JC)

ED 128 117

K. P. Broadbent, China's Youth Policy, Commonwealth Bureau of Agricultural Economics; England.

As a central feature of China's current domestic policy, rural resettlement is considered a vital strategy for combating revisionism, consolidating the proletariat dictatorship, restricting bourgeois rights, narrowing differences, strengthening the countryside, and promoting agricultural development. Since rural China has suffered from excessive urban migration, rusticated youth are perceived as the catalytic agents needed to transform the countryside and agriculture. Avoiding the collectivization of the 1958 Commune Movement, rural peasants migrated to the cities where excessive natural increase, the search for a production breakthrough (the Great Leap Forward), and the Sino-Soviet split were causing severe food and infrastructural problems. Consequently, in the early sixties, some 20 million people were transferred to the countryside, and in 1963, the government officially decided to stabilize China's urban population at 10 million. The result of insufficient numbers of youth in rural areas with appropriate training for rural employment, the Cultural Revolution of the sixties revolutionized education in China by emphasizing practical skills and agricultural orientations at the expense of intellectualism. Therefore, the policy of rusticating the youth consititutes the core of Chinese economic development, and its success will depend upon whether or not Chinese youth remain in the countryside.

ED 128 118

D. L. Brown, The Ghanaian Rural Youth: Human Resource or Human Burden; ISSER, University of Ghana, Ghana.

Defining rural youth as the 14-25 age group (literate or illiterate and employed or unemployed) and as residents of localities with less than 5,000 people, this paper addresses Ghanaian rural youth and its relationship to: the total population; youth policy and organizations; rural-urban differences; and societal improvements. Major points of discussion include: (1) Ghana's youth and growing population (in 1970, 63.9% of Ghana's population was under 25 years of age, a phenomenon that is creating serious economic and employment problems); (2) Ghana's youth policy (while there is no comprehensive youth policy, the urban oriented National Youth Council constitutes the central controlling body for youth affairs in Ghana and includes over 20 national organizations); (3) rural-urban differentials (while Ghana is predominantly rural with 71.1% of the population living in rural areas on 80% of the land, the distribution of doctors, dentists, and other social services favor urban areas and the death rate is higher and the life expectancy rate lower in rural areas); (4) problems of rural youth (organization, education, employment, and migration); (5) conclusions (Ghana's rural youth have been: neglected by the youth organizations; subjected to the insecurity of poverty, disease, and poor living conditions; victimized by inferior educational measures; and alienated by urban oriented decisions and decision makers). (JC)

ED 128 119

Guenter Tittel, On the Social Status and Career Prospects of Youth in Agriculture in the GDR (German Democratic Republic); East Germany.

The new Youth Act passed by the People's Chamber of the German Democratic Republic (GDR) in 1974 assumes that the interests of young people concur with the interests of their socialist society and state, for it reforms the rights and conditions for the further development of young people and defines their duties and responsibilities in terms of State contributions. Consequently, a 10-year comprehensive polytechnical school is compulsory for all youth, and all citizens in responsible positions have the statutory duty to entrust young people with overall social tasks comparable to their knowledge/capabilities. In view of various sociological analyses indicating that improved material and cultural living conditions and practical experience in the socialist democracy are primary concerns of GDR youth, the State has provided on-going educational opportunities, cultural centers, a voting age of 18, socialist youth participation mechanisms, etc. While there are no fundamental features separating agricultural from other youth workers, sociological studies show agricultural youth attitudes include: a positive appreciation of their work; a direct correlation between their role in agriculture and the industrialization of agriculture; and a genuine desire to use the knowledge gained via their education. GDR agricultural emphasis is on training youth for modern machinery, responsible jobs, and management. (JC)

ED 128 120

Vladimir Mikhailovich Alfiorov and Fridrikh Markovich Borodkin, Youth Attitudes Studied by Simulation Games; Institute of Economics and Industrial Engineering, Siberian Branch of the USSR Academy of Sciences, USSR.

A game ("Personal Plans of Youth") simulating the opportunities and restraints operative in the "implementation" of a life career was used to examine the attitudes of 14-15 year-old youth attending a comprehensive school in the Novosibirsk province of the USSR. The game incorporated the following five units or groups of restraints: (1) learning activity (over 50 learning institutions restrained via location, type, and governing rules); (2) working activity (50 jobs restrained via location, migration potential, educational requirements, age and sex, working hours, and initial and maximum wage); (3) family (restrained via age of husband, housework time, marital status, number of children, and community type and size); (4) leisure (restrained via sleep, work, learning, housework, and community type); (5) migration (restrained via learning institution, training quality, system of jobs, organization of services, transport, leisure, and subsistence minimum). While there were similar attitudes toward obtaining middle and vocational/technical training, marrying early, and having a large family, players tended to either want to complete urban vocational training and remain in the city working in industry or complete junior college training and return to the country. The game revealed that both alternatives presented problems in terms of value orientations, job availability, and rate of industrialization. (JC)

ED 128 121

Yuri V. Arutyunyan, A Comparative Study of Rural Youth in the National Regions of the USSR: General and Specific Features; Institute of Ethnography, Russia.

Since there is no private property in the Soviet Union, social status is largely determined by education. Consequently, the educational levels of rural youth in all the Union Republics are nearly identical, while among the older generations of rural inhabitants there are still definite differences. In Estonia, for example, the educational level of the senior rural inhabitant is twice as high as it is in Uzbekistan, while among the rural youth of these two Union Republics, the educational level is virtually equal. Differences in the educational levels of men and women are also disappearing. Higher educational standards are related to changes in the occupational structure of the nation as exemplified by the fact that among Uzbeks aged 50-59, not more than one-tenth are employed in skilled jobs while among Russians and Estonians, the percentage is one-third and one-half respectively. Yet the majority of the rural youth in each nation is employed in skilled jobs. Young people of various nationalities have almost identical concepts of the "good life," citing the family, interesting jobs, and material well-being as primary prerequisites. The Russian language is becoming the common language of all nations, but the main language of each nationality is also preserved to assure specific national expression. National specificity is particularly manifest in the authority of the family, and surveys indicate 80% of the young Uzbeks condemn divorce and resist urban migration. (JC)

ED 128 122

Alberto Gasparini, Job Images and Their Influence on Adolescents' Vocational Choice; Institute of International Sociology, Italy.

The vocational choices (industrial and/or agricultural) of 863 adolescents from 4 rural Italian provinces of differing socioeconomic and cultural backgrounds were analyzed in terms of the motivational need underlying vocational choice. These provinces included the traditionally rural Cosenza in southern Italy, the more developed Treviso and Reggio Emilia in the north, and the heterogeneous city of Latina in central Italy. The latent and more general connotations associated with agricultural and industrial work were surveyed via a questionnaire consisting of 2 series of 15 adjective scales (indepedent, secure, simple, prestigious, original, requiring initiative, free, monotonous, requiring sacrifice, remunerative, risky, satisfying, sanitary, technical, and specialized). Four factor analyses were made for each occupational orientation. Essentially paralleling the four provinces, the factors were: physical strength required; technological specialization; self-realization; remunerativeness as a source of satisfaction/security; simplicity as a source of security; remunerativeness and/or simplicity as giving security. Results indicated: vocational images did condition adolescent choice; Treviso and Reggio Emilia adolescents were motivated by personal self-realization in the job; in Latina and Cosenza, instrumental motivations were operative which were both external and internal to the job itself as well as to degree of self-realization. (JC)

ED 128 123

Zofia Nakielska, Social Obstacles Towards Success of Pupils in Polish Primary Schools; Osiedle Pryjazn 79 M16, Poland.

In 1973, the Polish Minister of Education ordered objective competitions at the primary school level in the fields of Polish studies, Russian language, and math. In order to determine whether such subject competitions were justified and if they contributed equally to the development of interests and abilities among the rural and urban and culturally deprived and privileged students, all provincial competitions in Polish studies and math from the graduate classes of the 1976 primary schools were evaluated via inquiries collected from 5,500 participants and 80 competition organizers. Data from 30 math and 20 Polish studies competitions were analyzed. Results indicated: provinces differed in the degree of competition participation; given their proportion of the total population, rural youth were under-represented by more than two to one; among the rural students, the peasants participated the least, not competing at all in the southwest provinces; none of the 50 competitions was won by a peasant child. It was concluded that the competitions constituted a viable motivational method aimed at self-perfection which provided opportunity for self-assessment in terms of knowledge and competitiveness, particularly among the rural students, but it was suggested that the educational authorities attempt to equalize the rural/urban educational opportunities. (JC)

ED 128 124

Mikolaj Kozakiewicz, Rural Youth -- An Opportunity Or A Burden?; Institute for Rural and Agricultural Development, Polish Academy of Sciences, Poland.

When evaluating the potential of a developing nation's rural youth, a distinction must be made between youth living in the countryside and those of rural origin migrating to the cities. Moreover, consideration must be given to the effect of: geographical mobility upon national development requirements; rural vertical mobility upon the modernization and democratization of the social structure; and the rural mentality and skill level upon the larger society. In the development of a country there is an initial extensive period followed by an intensive period, the former requiring manpower and the latter requiring skills. In Poland, there is currently a higher than average number of rural migrants working in the building materials industry (16.6%), the wood industry (18.2%), and public roads (32.6%). In 1970, among these rural to urban migrants, 14.4% were manual laborers, 8.7% intellectual workers, and 5.5% handicraft laborers. These figures indicate that upgraded schools are needed in the rural areas to accommodate the sophisticated skills demanded by technological development in the cities. While studies have indicated attitudinal differences between rural and urban youth, these differences are not nearly so important as the educational differences manifest in knowledge and skill differentials, for these differences impact upon the total qualitative development of Poland's economy. (JC)

ED 128 125

Jerzy Tomala, The Access to Higher Schools in Poland (In the Aspect of Social Equality and Economic Development), Poland.

Analyzing the effects of higher education accessibility, the present state of difficulties are: accessibility, and the functioning of various means of accessibility compensation, this paper presents the development of Polish education in terms of the social, political, and economic systems operative during the inter-war period (1918-39) and the post-war period (1945-75). Emphasizing past and current discrepancies between rural and urban and peasant and intelligentsia educational opportunities, this paper presents both quantitative and qualitative data relative to: curricula; socioeconomic influences; parental influences; vocational orientation; social selection; entrance and qualifying exams; achievement standards; intramural discrimination; preferential criteria; equalization measures; scholarships; education quality and effectiveness; institutional proximity; educational costs; educational mobility; and comprehensive educational orientations. The current economic policy of Poland is described as one aimed at "socio-economic development," a policy emphasizing the inter-dependency of social and economic development; wherein, higher education is ascribed the role of developing the general culture of the Nation, the proper and harmonious domains of social life, and the satisfaction of individual aspirations, as well as technical expertise. (JC)

ED 128 126

Everett D. Edington, Educational and Occupational Aspirations and Expectations for Native American Youth in New Mexico; ERIC/CRESS, New Mexico State University, USA.

Levels of educational and occupational aspiration and expectation of 139 male and female, rural, New Mexican, American Indian youth (sophomores and seniors) were examined. Utilizing questionnaires and fixed-choice stimulus questions, data were gathered to determine: educational and occupational aspirations and expectations; goal deflections for education and occupation; male and female differences for educational and occupational aspirations, expectations, and deflection; 10th and 12th grade comparisons for educational and occupational aspirations, expectations, and deflection; and the existence of interactions among grade level and sex on educational and occupational aspirations, expectations, and deflection. Results indicated: female educational aspirations were stable for 10th and 12th grades, while male aspirations at the 10th grade level were significantly below those of female sophomores and senior males (the same trend was operative for the educational expectation measure and there was no significant goal deflection); both male and female senior occupational aspirations were significantly higher than those of the sophomore group, but while there were no significant differences between the groups, there was significant goal deflection among senior females; educational and occupational aspirations and expectations within each group did not deflect significantly except among female seniors. (JC)

ED 128 147

Liudmila Glebovna Borisova and Others, Problems and Perspectives of School Development in the Rural Side; USSR.

Development of rural education in the USSR should not be based upon comparison with the USSR's urban education; rather, it should be perceived as an educational alternative with inherent advantages. The shift to compulsory secondary education as accomplished during the 1971-75 five-year period has established education as a major factor in the socioeconomic development of the USSR; wherein, education is perceived as both a means and a goal. The combination of economic necessity and social need for increased education is evidenced by the current growth rate of USSR education, and scientific and technological change in agriculture and the decline in rural population has made increases in the educational level of the rural population a State goal of primary importance. Currently, rural schools lag behind urban schools in terms of qualified educators; materials, facilities, and technological equipment; transportation; cultural advantages; and diversified curriculum. However, if perceived in terms of its own potential, the rural school could afford numerous advantages. Among these are opportunities to teach via: immediate closeness to nature; practical application; economic initiative and independence; diverse skills in classes of technical instruction; etc. Since rural education is inevitably associated with urban education, programs must be oriented toward future possibilities and the needs of the society rather than toward maintaining the status quo. (JC)

ED 128 148

Aurel Dragut, Youth and the Modernization of Rural Patterns; Romania.

Participation of Romanian youth in the modernization of rural patterns should be viewed in terms of the Romanian village and its economic, socio-cultural, and demographic characteristics. While agricultural technology has improved the quality of life in the Romanian village, the schooling network has been structured according to urban models and the professional aspirations of village youth have been geared to urban pursuits, thereby depriving the villages of their human potential. The program for modernizing rural patterns assumes youth settlement in the villages, as this would provide for demographic balance and the initiative of a youth labor force in both agricultural and non-agricultural rural jobs. Transformation of agricultural work into a variant of industrial work and the normalization of rural-urban values constitute the fundamentals of the modernized rural patterns necessary to avert rural to urban migration among the young. Employing favorable propaganda, rural modernization should encompass: gradual implementation of industry; agrarian-industrial high schools which incorporate area-specific curricula; encouragement of both farm and worker activities; development of the village as a social community capable of embracing industrialization and preserving traditional values; and application of economic benefits toward better rural housing, cultural institutions, and social services. (JC)

ED 128 152

Miroslaw Szymanski, The Development of Education in the Polish People's Republic; Poland.

Presenting both narrative and tabular data, this document emphasizes recent (1973-75) improvements in Poland's educational programs, policies, and legislation. Specifically, this paper addresses: (1) educational development during the 30 years of the Polish People's Republic (an historical comparison emphasizing post-war educational opportunities which have served to equalize rural-urban and class differences and promote the socioeconomic and cultural progress of the country); (2) main changes in the school organization (popularization of preschool education; universal secondary education in 10-year schools via uniform curricula; organization of vocational schools and centers of permanent education; preparation of 10-year graduates in 2-year schools with specialized sections; higher education admission via 2 years of specialized school, vocational school, outstanding skills in school olympics or national competitions, or graduation from the 10-year school plus 2 years of exemplary work or military service; and school program continuity); (3) the development of the educational system (preschool education, primary schools, secondary general schools, vocational education, special schools, adult and permanent education, social and educational assistance); (4) teacher education; (5) educational planning; (6) educational finance; (7) the modernization of educational management; (8) educational research; (9) important educational acts introduced between 1973 and 1975. (JC)

ED 128 154

Barbara Weber, Rural Youth and Leisure; Wies Wspolczesna, ul Grzybowska 4, Poland.

A synthesis of Polish research and research methodology (1965-75) re: leisure time and rural youth reveals methodological differences and research results with implications for the future of rural youth. In the order of their popularity, the major Polish research methods are: inquiry; the memorialist approach; a combination of inquiry and free statement; monographic research; and synthesis. Major methodological disparities involve standardization of definitions re: activities; age differentials; educational and socio-occupational groups. While most Polish researchers recognize the barriers to leisure time participation as incorporating psycho-social, cultural, temporal, spatial, and financial factors, they do not treat these factors equally. Despite the lack of standardized research procedures, research results on leisure time and rural youth indicate the following general trends: (1) the higher the educational level of rural youth, the greater the leisure aspiration; (2) cultural barriers are more persistent than spatial barriers; (3) cultural interest is most frequently expressed via TV and movie leisure time activities; (4) while accepted as a growing rural value, leisure is by no means universal due to poor and unevenly distributed facilities; (5) youth best capable of utilizing leisure are the better educated with non-agricultural jobs and the socio-politically oriented young farmers who are members of the Rural Youth Union. (JC)

ED 128 155

William P. Kuvlesky, Rural Youth in the USA: Status, Needs and Suggestions for Development; Texas A&M, USA.

Studies on U.S. rural youth indicate current regional and ethnic diversity; limited rural-urban differences; and some limited social change in terms of values, needs, and aspirations. The size of the rural youth population is considerable (25,013,948 out of a total youth population of 93,313,518 in 1970). The majority of rural youth are white (85%) and concentrated in the southern states; blacks constitute the second largest proportion, but rural American Indian youth constitute one-third of the total Indian population. Significant cultural and social variations have been observed in studies reflecting occupational aspiration differentials among rural youth of ethnic groups living in comparable areas. Prior to 1950, rural youth differed qualitatively from urban youth in their occupational aspirations and were not generally college oriented. By the late sixties, rural youth had adopted the success ethic of the middle class, and current available evidence indicates U.S. rural and urban youth do not differ significantly in their basic values and aspirations, though some scattered research indicates rural youth may differ generally in social behavior patterns, cognitive skill development, and normative roles. Longitudinal studies indicate a shift in the values of rural youth (lowered occupational/educational aspirations, earlier marriage and smaller families, and decreased urban migration). The development of rural youth should center upon policy aimed at educational equalization. (JC)

ED 128 156

Daniel C. Clay, Changing Career Orientations of Rural Girls: Some Observations from Comparative and Longitudinal Studies; Michigan State University, USA.

Using data obtained from recent cross-national and longitudinal studies, the link between family influences and the traditional patterns of school achievement were assessed in terms of rural educational mobility and sex differentials within the context of the "sponsored" system of Norway's schools and the "contest" system characterized by U.S. schools. Information was gathered via self-administered questionnaires from: all graduating seniors in Ontonagon County, Michigan (1957/58, 1968, and 1974); 21 high schools serving 4 selected areas of Kentucky and West Virginia (seniors in 1968, 1969, and 1970); and the terminal classes of 15 ungdomsskole serving 3 selected areas in Norway (1968, 1969, and 1970). Major variables examined were: socioeconomic status; plan for further education; scholastic performance; and normative parental support. Results indicated: that among the Norwegian and the Kentucky/West Virginia study populations, both socioeconomic status and general parental interest exerted a marked influence upon educational success, with sex differences in educational plans being most disparate at the lower socioeconomic levels and among those perceiving strongest parental support; in Ontonagon County, the traditional sex differences and patterns of influence observed in 1957/58 had radically altered by 1968, with females demonstrating higher aspirations than males but enjoying less opportunities. (JC)

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*This listing is a revision of the initial one developed August 26, 1976, following the Fourth World Congress of Rural Sociology held in Torun, Poland. Over 35 people have asked to be added to the listing since the initial list was circulated. Please dispose of the initial listing and use this one for communication with INRYR associates.

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